



**GUIDELINES OF
EDUCATIONAL FIELD PRACTICE**

**FIELD EXPERIENCE PROGRAMS CENTER
LEARNING DEVELOPMENT AND QUALITY ASSURANCE INSTITUTE**

UNIVERSITAS NEGERI PADANG

INDONESIAN TEACHER CODE OF ETHICS

The Teacher Association of the Republic of Indonesia (PGRI) realizes that education is a field of devotion to God, humanity, and the nation. Indonesian Teachers' spirit of Pancasila and the Constitution of 1945 was partly responsible for realizing the ideals of the Republic of Indonesia's proclamation of independence on 17 August 1945. Therefore, the Indonesian teacher is called to perform the following basics:

1. Teachers guide the students devoted entirely to forming a pancasilais human development plan.
2. Teachers have professional honesty in implementing the curriculum according to the needs of their respective students.
3. The teacher establishes communication, especially in obtaining information about students but avoids all forms of abuse.
4. The teacher creates an atmosphere of school life and maintains the best possible relationship with parents to benefit students.
5. Teachers maintain good relationships with the community around their school and the broader community for educational purposes.
6. Teachers individually and or collectively try to develop and improve the quality of their profession.
7. Teachers create and maintain relationships between fellow teachers based on the work environment and the overall relationship.
8. Teachers jointly maintain, foster, and improve professional teacher organizations' quality as a means of service.
9. Teachers carry out all the provisions which constitute government policy in the field of education.

PREFACE

Praise the Gratitude presence of Allah Subhanahu wa Ta'ala upon grace and the gift to us insipid so that this implementation guidebook of Field Practice Experience (PLK) Education of UNP can be completed. This handbook contains information about the system and procedures for implementing PLK along with its assessment.

PLK provides authentic experiences for prospective teacher students on how to manage school administration activities and extracurricular activities. It was intended so that students who carry out PLK can have an educator's competencies. This experience is regulated by the Center for Field Experience Program (P3L), the Institute for Learning Development and Quality Assurance of UNP, which seeks to prepare and organize PLK effectively and efficiently. Students who carry out PLK will be in the training school for approximately four months. Supervisors and tutor teachers will guide students during that time, so the tutor teacher and supervisor must work together to implement this PLK can go according to plan. We hope that PLK activities can provide the experience needed by prospective educators but do not interfere with the school's learning process.

In the mentoring process in schools, the supervisor will visit schools. This PLK activity can also be used as a medium of communication between UNP and schools as UNP stakeholders. Hopefully, this book can be used as a guide for all parties related to PLK activities.

Padang, January 2020
Head of the Center for PPL LP3M
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CHAPTER I INTRODUCTION

A. Definition

Educational Field Practice (PLK) is an academic activity carried out by students of the S1 program of the education study program of Universitas Negeri Padang in schools or other educational places (PAUD, TK, SD, SMP, SMA, SMK, SLB, and SKB). PLK is an extracurricular activity coordinated by the Center for Field Experience Program (P3L) LP3M UNP with the Educational Field Practice course (PLK).

B. Purpose

PLK is to provide an authentic experience to undergraduate students of education study programs in applying knowledge, attitudes, and skills that can support the achievement of mastery of pedagogic, personality, social competencies, mastery of subject matter in an entire field of study.

C. Scope

To get a complete experience as educators, students of PLK must implement learning activities (*teaching*) and outside learning (*non-teaching*). Learning activities are learning and learning activities. PLK students carry out activities as professional educators by carrying out teaching in class. Activities include planning and implementing learning and assessment activities. Meanwhile, Non-Teaching Activities is an activity related to school management and fostering students' interests and talents.

D. Student Requirements

To be able to take PLK courses, students must meet the following criteria:

1. Registered as UNP students.
2. Have completed at least 120 credits of courses.
3. Has passed *Microteaching* course or similar with a minimum grade of B.
4. Has participated in debriefing activities for PLK.
5. Behave as an educator.

E. Supervisor Requirements

In carrying out the activities of PLK, students are guided by two people: (1) Teacher Tutor from the teaching element in the training school and (2) Supervisors from the lecturers at UNP. To become a Teacher Tutor and Supervising Lecturer must meet the following criteria:

1. Teacher Tutor
 - a. Understands the concept of PLK.
 - b. Have an educational qualification of at least a bachelor's degree.
 - c. Have a functional teacher position as low as an intermediate teacher,
 - d. Have the same educational background as the field of study/subject being taught and the field of study/subject taught by the student.
 - e. Have an educator certificate.
2. Supervising Lecturers
 - a. Understand the concept of PLK.
 - b. Have the minimum academic qualification of master or master of applied.
 - c. Have a background in education in one of the scientific field's academic qualifications/expertise being handled.
 - d. Has a functional academic position at the lowest as a lecturer.
 - e. Have an educator certificate.

CHAPTER II

PLK GOVERNANCE

A. PLK Guidance

1. Leaders of UNP

- a. Rector of UNP establishes policies for organizing PLK.
- b. Vice-Rector I fostered executors and monitored PLK activities.
- c. Vice-Rector II sets policies and provides funding for PLK activities.
- d. Vice-Rector III fosters student extracurricular activities in training schools.
- e. Vice-Rector IV fosters a pattern of cooperation between UNP and training schools.
- f. The Learning Development and Quality Assurance Institute Chairperson carry out cooperation and coordination with the related Education Office.
- g. Dean/Vice Dean I assist the Rector in fostering executors and monitoring all PLK activities.

2. Elements of the Education Office

- a. The Head of the Provincial Education Office is responsible for coaching and providing training schools, SMA, SMK, and SLB.
- b. The Head of the District/City Education Office is responsible for coaching and providing training schools. PAUD, Kindergarten, Elementary, and Middle School.

B. PLK Organizer:

1. Field Experience Program Center

- a. Head of the PLK Center
The Head of the PLK Center is responsible for the following:
 - 1) Planning, organizing, managing, and evaluating the PLK program.
 - 2) Review the implementation reports from the Teacher Tutor/Principal's principles and the results of monitoring & evaluation.
 - 3) Handling exceptional cases encountered by students.
 - 4) Report the entire implementation to the Chairperson of the LP3M UNP.
- b. Supervising lecturers are in charge of:
 - 1) Organizing supervised consultation meetings at training schools.
 - 2) Help alleviate problems experienced by students.

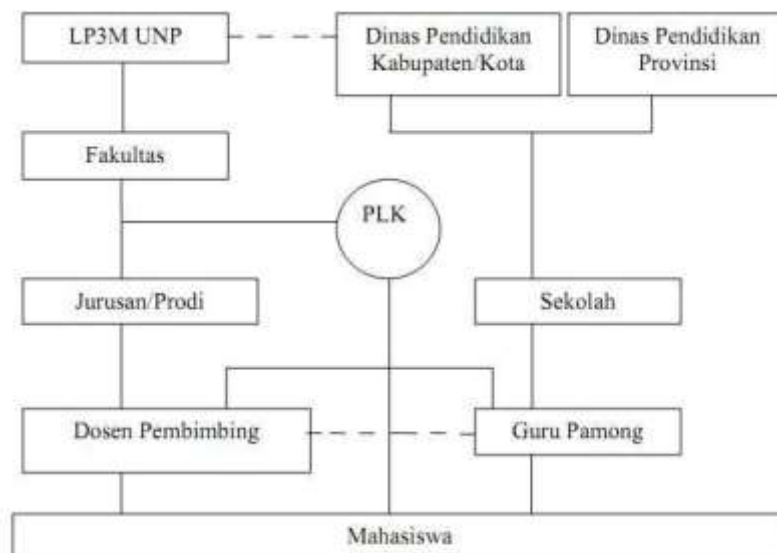
- 3) Monitor the progress of the implementation of activities.
 - 4) Guiding writing and assessing student reports.
 - 5) Receive evaluation books and student reports from the tutor teacher and submit them to the PPL center.
 - 6) Record activities carried out and problems encountered in a notebook and look for alternative solutions.
- c. The administrative staff is in charge of assisting the Head in the administrative field.
- d. The Head and Secretary of the Department are in charge of:
- 1) Proposing the supervisor,
 - 2) Selecting prospective students who will register at the PPL center;
 - 3) Monitor during activities.

2. The training

- a. School principals (Teacher Tutor Principles) has the duty to:
- 1) Accept students as a family in the school so that they do not feel strange in the school;
 - 2) Facilitating students to carry out orientation/observation, participation, and guided and non-teaching teaching exercises;
 - 3) Strive for and maintain the smooth running of activities;
 - 4) Provide opportunities for students to participate in meetings actively and discussions held at school;
 - 5) Providing opportunities for students to get to know and learn about administration management education with all its aspects and other educational tasks;
 - 6) Provide guidance and assistance to students and tutors in overcoming various problems that arise during the implementation of activities;
 - 7) Coordinating students' *non-teaching* activities both at school and outside of school.
- b. The Teacher Tutor's deputy leader assists the duties of the Teacher Tutor leader in carrying out activities at school.
- c. Teacher Tutor, in charge:
- 1) Explaining/socializing to students about the duties of a teacher;
 - 2) Introducing students to schools' students in training schools;

- 3) Provide explanations to students about routine problems in class, classroom rules, and so on;
 - 4) Provide explanations to students about teaching tools (educational media) learning resources available in schools, as well as their use;
 - 5) Provide and prepare classes for students who will practice teaching;
 - 6) Guide students in planning and implementing teaching practice;
 - 7) Discuss problems encountered in mentoring, where it is necessary with the Teacher Tutor principles to find solutions;
 - 8) Record student training progress in the evaluation book;
 - 9) Testing and assessing teaching and other educational activities that have been carried out by students and record the results in the evaluation book;
 - 10) Submit student evaluation books to the supervisor.
- d. The Head of School Affairs is in charge of assisting the Teacher Tutor Leader and the Teacher Tutor's Deputy Leader in administrative matters at the training school.

C. PLK Organizational Structure



Keterangan:

———— = Garis Komando

----- = Garis Koordinasi

CHAPTER III

PROGRAM IMPLEMENTATION

A. System, Procedure, and Implementation of PLK

1. PLK system

PLK system applies clinical supervision approach and reflective action with sustainable principles, structured, and relevant to learning tools. Clinical supervision is a form of professional guidance provided to students PPL according to their needs to improve professionalism.

Clinical supervision is carried out on the principles of (1) a collaborative and interactive relationship that is synergistic and open; (2) democratic; (3) based on student needs and aspirations; and (4) prioritizing student initiatives and responsibilities.

The steps in clinical supervision are: (1) observing the performance by the tutor teacher and supervisor, (2) students assessing their performance (self-assessment), (3) discussion with the tutor teacher and supervisor, and (4) planning improvements.

2. PLK procedures and activities

PLK in schools is carried out with the following activities:

- a. Preparation and Exploration of Learning Resources.
- b. Implementation of Software Development Learning in Practice Learning comprising:
 - 1) Implement learning activities scheduled(guided and independent practice),
 - 2) Consulting and reflecting learning practices that have been carried out,
 - 3) Journaling activity,
 - 4) Correcting student work,
 - 5) Diagnosing learning difficulties,
 - 6) Following management activities school (school meetings, school administration, and other school activities).
- c. Extracurricular.

3. The implementation of PLK at schools

- a. PLK is carried out in partner schools that have an accreditation rating (minimum)
B.

- b. Between PPL LP3M UNP with the education office and partner schools are bound in a memorandum of understanding with the principle of a collaborative partnership pattern.
- c. The stages of implementation are:
 - 1) The PLK preparation includes the following activities:
 - a) Determining the PLK participants.
 - b) School data collection and mapping.
 - c) Appointment of Supervisors.
 - d) Coordinate with partner schools to determine Teacher Tutor and a schedule for implementing the PLK.
 - e) Guidance Lecturer and Teacher Tutor, and
 - f) debriefing of PLK participants.
 - 2) Implementation of PLK
 - a) Submission of participants PPL by UNP to education offices/partner schools.
 - b) Implementation of PLK in partner schools.
 - c) Supervision in partner schools is carried out by the DP (at least) 2 times.
 - d) Withdrawal of participants PLK.
 - 3) PLK assessment

The assessment process, assessment components, and graduation criteria for PLK activities are as follows.

 - a) The assessment is carried out during the PLK, which consists of a process and product assessment. In general, the assessment components consist of: (1) the ability to package learning tools, (2) learning practices, (3) non-learning activities, (4) social and personality competencies, (5) portfolios, and (6) PLK reports. All aspects of the assessment use an assessment instrument accompanied by a descriptor.
 - b) The GP and the DP carry out the assessment.
 - c) Participants are declared to have passed the PLK if they reach a value of at least B.

B. Student activities during PPL at the School

1. Observation and Field Orientation

Some of the activities carried out by students during the observation and field orientation stages are as follows:

- a. Prepare themselves with various instruments needed for the implementation of field observations and orientation.
 - b. Consult with partner school principals to determine observation goals, and compile a schedule of daily activities.
 - c. Collecting and analyzing the necessary data by looking at the situation and conditions of the school, such as the condition of teachers, school facilities, procedures for the use and maintenance of school facilities and infrastructure; interviewed school principals, administrative staff, subject teachers, counseling teachers, homeroom teachers, and school librarian; observing the activities of students inside and outside the classroom; as well as teaching activities inside and outside the classroom.
 - d. Prepare daily activity reports accompanied by relevant evidence.
 - e. Discuss reports with GP and DP for direction and feedback as needed.
 - f. Produce reports on the process and results of observation field and orientation activities accompanied by discussions to find implications for developing educational packaging plans for learning.
2. Learning practice. Student activities include the guided teaching and self-learning practices. The DP, GP observe the practice of independent learning and, if possible, by including peers (open lessons).
 3. Personal and social competency development. Students perform personal and social competencies, such as cooperation, work ethic, discipline, care, responsibility, courtesy, and so on, during the implementation of PLK.
 4. Carry out non-learning activities. During the PLK, students carry out non-learning activities, such as school education management, attending teacher meetings, school pickets, participating in extracurricular activities (such as scouts, arts, sports), handling student learning difficulties, and so on.
 5. Making PLK Reports. The PLK report contains all PLK activities, including practical learning activities (field observation and orientation, learning practices) and non-learning activities (handling student learning difficulties, extracurricular activities, and school management).
 6. Putting together a portfolio. PPG Study Program students collect the enhanced RPP

and all other tools as a portfolio.

C. Training and Equipment

Training and debriefing are carried out before students are placed and/or sent to training schools.

1. Student training and debriefing

The training materials consist of: (a) the competence and code of ethics of Indonesian teachers, (b) the scope of the PLK, (c) the implementation of the PLK in schools, (d) Learning Strategies, and (e) the guidance and assessment system of the PLK.

2. Training and Debriefing Teacher Tutor

The training and debriefing materials for Teacher Tutor consist of (a) the scope of the PLK, (b) the guidance system, (c) the assessment system, and (d) the socialization of activities at school.

3. Training and briefing for supervisory lecturers

The material for the meeting consists of (a) the scope of the PLK, (b) the management and school organization, (c) the guidance and assessment system, (d) as well as a description of the duties and responsibilities of the supervisor in implementing PLK in training schools.

D. Rules of Conduct in the School Partners

In carrying out its activities in the PLK, students of PLK follow the rules and Code of Conduct applicable and/or enforced by the school where PLK.

E. Guidance Activities

Guidance activities by tutor teachers and supervisors refer to this manual. Supervisors' presence in training schools is expected when students perform/provide orientation services, guided exercises, and independent exercises.

F. Student activities and mentoring

The student activities during PPL are two types at school, namely: *teaching* activities and school development activities (*non-teaching*). Both types of activities will be assessed through continuous assessment. The activities assessed are: (1) Guided Teaching Exercise (LMT), (2) Independent Teaching Exercise (LMM), (3) Learning Examination (UP), (4) Non-teaching Activities, and (5) PLK Report. Everything refers to the teacher's

competence (pedagogic competence, personality, social, and professional).

Before carrying out these activities, students must carry out an orientation or introduction to the school. During this orientation period, students plan activities that will be carried out during the PLK period, namely for 16 weeks as per the format in attachment

2. This orientation period is carried out in the first week.

a. Guided Teaching Exercise (LMT).

This activity aims to train students to be responsible for carrying out their duties as teachers. This activity is under the complete guidance of tutor teachers and supervisors. The approach used in mentoring is clinical supervision. The activities carried out by students include:

- 1) Carrying out teaching training activities in the classroom
- 2) Assessing student learning activities
- 3) Analyzing and discussing the implementation of the teaching/service with the guidance teacher and lecturer.

b. Independent Teaching Exercise (LMM)

This activity aims to train students to take full responsibility as a teacher. In this activity, the guidance teacher and lecturer have further reduced their supervisory role. However, within certain times (once or three times a week), feedback meetings still need to be held to guide students to reflect more deeply on their training experiences.

c. Non-Teaching Activities

Non-Teaching Activities are the PLK student activities outside the activities learning process.

Activities that PLK students can carry out include:

- 1) Guiding students who have difficulty in learning activities, if necessary, carry out consultations with parents/guardians of students.
- 2) Doing class and school administration tasks includes attendance lists, grades lists, master lists, teacher transfer lists, student transfers, etc.
- 3) Planning and carrying out extracurricular activities such as scouting activities, youth red cross, sepala, UKS, community camps and formation/mentoring of apprenticeship study groups, and so on.
- 4) Be actively involved in school activities, such as flag ceremonies, physical fitness exercises, cooperatives, laboratories, libraries, *wirid*, and holiday ceremonies.
- 5) Involved in several activities carried out by the Subject Teacher Deliberation (MGMP), Teacher Working Group (KKG), and/or Advisory Teacher Conference (MGP) Council

- 6) Knowing the structure and work procedures of schools, School Committees, Student, and Provincial and City / District Education Offices.
- 7) Know/learn the process of promotion of teachers and administrative staff.

G. Monitoring and Evaluation of Administration Implementation

The PLK implementation team evaluates PPL implementation administration through field monitoring and interviews with students, lecturers, tutors, Teacher Tutor leaders, and the implementing team.

H. PLK Time

PLK was carried out for approximately 16 weeks according to the predefined academic calendar. Students attend every weekday as teachers do activities at school. During the PLK period, students who are still taking courses on campus can be allowed not to attend school one day a week according to the class schedule. Students must show the school the schedule and KRS of the current semester courses.

I. PLK Place

PLK activities are implemented in early childhood/kindergarten, elementary, junior high, high school, vocational school, SLB, and SKB.

J. PLK Report Writing

Students must make a PLK report with the PLK Report format as follow:

Title o

Validation Page

Preface

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Chapter I Introduction

A. Background for Implementation of PLK

B. Purpose of PLK

C. Time and place of PLK

Chapter II Introduction to School Environment School

A. Brief History of School

- B. Profile
 - 1. Vision
 - 2. Mission
 - 3. Objectives
- C. School
 - 1. Physical Conditions
 - 2. School Environment Conditions
 - 3. Student Teachers Conditions
 - 4. Social Interaction
- D. Rules of School
 - 1. Rules for Teacher
 - 2. Rules for Students
- E. School Administration
- F. Teaching and Learning Process

Chapter IV PLK Activities

- A. Teaching Activities
- B. Non-Teaching Activities
- C. Cases and their resolution

Chapter V Closing

Appendix

(Documents for Learning Tools of one Complete Subject (PPL) and other attachments

CHAPTER IV CLOSING

Students, supervisors, and tutor teachers who guide students can download this guidebook on the UNP website. The PLK assessment instrument is prepared separately from this handbook. Hopefully, this PLK guidebook can implement PLK to be of high quality.

APPENDIX

APPENDIX 1

Hymne GURU
(Heroes unsung)
Creation: Sartono

(Pahlawan Tanpa Tanda Jasa)
Ciptaan: Sartono

Terpujilah wahai engkau ibu bapak guru Namamu akan selalu hidup dalam sanubariku
Semua baktimu akan ku ukir didalam hatiku
Sebagai prasasti trima kasihku 'tuk pengabdianmu

Engkau sebagai pelita dalam kegelapan
Engkau laksana embun penyejuk dalam kehausan
Engkau patriot pahlawan bangsa pembangun insan cendekia

**SCHEDULE OF ACTIVITIES FORM OF PPL ACTIVITIES OF
UNP STUDENTS AT TRAINING SCHOOL (SEMESTER.....)**

M gr ke	Tanggal	Senin				Selasa				Rabu				Kamis				Jum'at				Sabtu				Ketera ngan
		1-2	3-4	5-6	7-8	1-2	3-4	5-6	7-8	1-2	3-4	5-6	7-8	1-2	3-4	5-6	7-8	1-2	3-4	5-6	7-8	1-2	3-4	5-6	7-8	
1																										
2																										
3																										
4																										
5																										

Kepala Sekolah

(_____)

Dosen Pembimbing

(_____)

Keterangan:

- a. Diisi oleh mahasiswa plk
- b. Pengisian format dengan jalan mewarnai kolom yang tersedia